

Nursery Homework

In order to keep your child actively learning during this preventative school closure we have compiled a list of fun, educational activities that you can undertake with them. While we appreciate that this is not the ideal situation, it is a wonderful opportunity for you to get hands on with their education and continue to aid in their development.

The following activities can be modified to either decrease or increase the difficulty of the task, in line with each child's individual ability. Please be mindful that all children develop at differing rates and if your child can not yet complete the more difficult variation, there is nothing to worry about, they will get there in their own time.

The activities should be undertaken for approximately 5-8 minutes and presented by the adult in an enthusiastic manner, accompanied by lots of praise and encouragement, once under way. When an activity is completed commend your child and allow them to take a break by playing outside or with their favourite toys before beginning a new activity. While it may be difficult, it is strongly advised that you do not allow your child to access the iPad/tablet or to watch too much Television during this break, it will only disrupt their ability to concentrate and make their transition back to school more difficult. The weather is beautiful at present so playing and exploring outside is a great way for them to learn more about the world and to expend some energy.

One of the main aims in Nursery is to improve the children's independence. This time off provides an excellent opportunity to work on this at home too. Think of challenging aspects of your day that your child is included in... Can they put their own shoes on if you are in a hurry? Do they struggle to button their own cardigan? Do they help you tidy up after mealtimes? If the answer is no why not take a few minutes each day this week to work on those important life skills, it will improve your child's independence thus making them feel very grown up and proud of themselves... and it will also make your own day a little bit easier! Simple, age appropriate chores such as bringing their plate to the sink when they are finished dinner or putting their worn clothes into the laundry basket should be encouraged and this week would be a great one to implement them on as they will not be tired after a busy school day.

Note; We will begin our new topic, 'Under the sea' upon return. Everyone will have different learning resources and toys in their home so in order to keep the activities accessible to all, we will not be basing them on a specific topic but on appropriate learning outcomes.

Activities

Literacy

- Memory training

'Kim's game'

Learning outcome – To develop your child's visual memory, concentration and listening skills.

How to play – gather 6 small household items or small toys (EG; toy car, motorbike, fire truck, bus, train, bicycle) Begin by choosing 3 of these items and lay them flat, side by side on the table. Ask the child to identify them and to point to each one as they do. When they have correctly identified each object, cover the objects with a towel. Wave your hands over the towel while saying 'Abracadabra', Lift the towel off while secretly removing one object. Ask the child what object is missing.

Repeat approximately 6 times, using different objects.

Differentiation for abilities

- (1) if you believe that the activity is too easy for your child after a few repetitions, you may increase the number of items in use.
- (2) You could ask the child to also state the colour of the missing object.
- (3) You could remove two items at once.

'I went to the shop and bought...'

Learning outcome – To develop your child's auditory memory.

How to play – This is a great game to include siblings in or to play during long car journeys!

Adult starts off by modelling the sentence, 'I went to the shop and bought (*an apple*)' Now it is your child's turn, 'I went to the shop and bought an apple and (*cake*)', they have to remember what you bought and also add an item. Continue in this manner.

Critical thinking

Jigsaw Puzzle construction

Learning outcome – To encourage your child to explore, to think about different ways to do things and to learn that making changes produces different outcomes.

How to play - Encourage your child to look at the full picture of the Jigsaw on the box so as they know what image they are trying to complete. Have a short discussion about what they see in the picture as this helps them to focus and make connections regarding where each piece should logically go. Choose a puzzle of appropriate difficulty for your child's ability. Currently there is a wide range of ability in the class, some children are working on 6-piece puzzles, while others are working on 20-piece so choose in line with your child's personal capability. If they are struggling direct them back to the picture and use vocal cues to help them rather than simply pointing to where the piece should go.

- Visual discrimination

‘Spot the difference’

Learning outcome – To improve concentration and promote active looking and recognition. To learn to identify similarities and differences in colour, shape, position and form.

How to play – Print off the pictures accompanying this document. Place one set, side by side. Ask the child to look at the pictures and encourage them to notice the colours, the creatures, the people and what position they are all in. Now ask them to identify what differences they can see between the two pictures. Use a simple and appropriate phrase such as, ‘What can you that is different?’ or ‘What is missing?’ depending on the pictures you are working on. If your children is really struggling show them an example, vocalise it and point to it with your finger, in both pictures, to ensure they can see what exactly you are referring to.

- Fine motor development

Learning outcome – To improve your child’s fine motor skills and their hand eye coordination. Strong fine motor skills are needed for everyday life so this is a very valuable skill to invest time in.

-Colouring

-Threading beads

-Playdough work

-Practising to open and close buttons

-Tearing paper and scissor skill work

Please see the accompanying document for more information on fine motor development, activities and encouraging ways begin your fine motor session.

- Language development

Learning outcome – To improve your child’s expressive and receptive English language skills.

Sharing a book

Reading is an excellent way for your child to learn about the world, explore their imagination and to expand their vocabulary. Please take this opportunity to read to your child and expose them to new and exciting worlds and words!

The children have been exposed to the following words relating to books, reinforce these words by asking them to show you where the *front cover* is, the *back cover* and *the spine* of the book. You can also ask them ‘what is the other word we use for the name of the book?’ Answer; The *title*.

When reading the book, point to the corresponding aspect in the picture, this is especially helpful to your child if they are hearing a new word for the first time.

When the book is finished you have two options

(A) ask your child some simple questions about the book to gauge how well they were listening.

(B) ask your child to ‘read’ the story for you. Start at the beginning of the book and allow them to tell you the story by describing what

they see in the pictures. Encourage them to point out what they are talking about so as to ensure they are using the correct vocabulary and not mixing up words or animal names, for example.

Numeracy

- Counting

‘Counting 1 for 1’

Learning outcome – To improve concentration and promote proper counting.

How to play – choose some small objects to count, for example blueberries, cars, shells. Begin by only counting up to 3, increase to 5, 7 and 10 if they are able. If they are not able for the increase, that is okay! Keep practising variations up to the number they are comfortable with and work slowly and considerately.

Lay out a few of the chosen item and ask the child to touch each item as they count it. Encourage them to only say a new number as they touch the next item, young children have a tendency to ‘sing the song’ of counting and thus often don’t stop at the correct number.

Differentiation for abilities (1) if you believe that the activity is too easy for your child after a few repetitions, you may increase the number of items in use.

- Number recognition

‘Bingo’

Learning outcome – To improve concentration and the recognition of numbers 1-5 or 1-10, ability dependent.

How to play – either using a white board or a sheet of paper, draw a grid and write number 1-5 on it, in a random order. Ask the child to identify the numbers and point them out when they do so. Explain that you are the bingo caller and you will be pulling a number out of a bag, if they have the number, they need to cover it with a token/coin, when all of their numbers are called, they shout ‘bingo’ and win the game. Place more numbers into a bag and pull one out one by one. When you take one out pretend that you cannot remember what number it is, the children find this extremely funny! Ask them for their help and then tell them to check their bingo card, and continue the game. If you are playing with more than one child you can identify the number yourself but do not show it to them until they have checked their card carefully to see if they have it – you want to see that they actually know the numbers independently and aren’t just looking for the ‘shape’ of the number on your card.

Differentiation for abilities (1) if you believe that the activity is too easy for your child after a few repetitions, you may increase the amount of numbers you use.

(2) you can switch roles and allow the child to be the bingo caller, and you can use the bingo board.

- Shape/colour/number recognition

‘Shape hunt’

Learning outcome – To improve your child’s knowledge of shapes

How to play – cut out different shapes from a coloured piece of card. You will need 2 of each shape. (Circle, triangle, square, star, semi-circle, oval, diamond, rectangle) Stick one of each shape on to a large piece of different coloured card. Hide the single shapes around your garden or living room. Place a small dot of blue tack onto each shape on your shape card, this will be used as a guide by your child so they know what they are looking for.

Give the big card to your child and ask them to identify the shapes, pointing at them as they name them. Tell them that you are going to go on a treasure hunt to find the shapes! They can run around the garden/living room looking for the shapes and stick them to their card as they go. This is an excellent game to play outdoors if possible as it allows them to run and be free! Don’t make the hiding places too difficult and if you are playing the game with more than one child, ensure that they have different coloured shapes to hunt for! This game can be adapted to work on number recognition and colour recognition by using numbers or colours respectively, instead of shapes.

Ms Bradley & Ms Harding

Class Teachers